



The Laurels Primary School Homework Policy 2025-2026

Introduction

At The Laurels Primary School, we see homework as an important extension of classroom learning and believe that it is a valuable component of the learning process, reinforcing classroom learning. Our homework policy aims to guide children to develop key life skills, character skills and home learning skills alongside academic knowledge.

This approach is grounded in research from the Education Endowment Foundation (EEF), which shows that well-designed homework can add up to two to three months' additional progress in primary schools, and that strong parental engagement can add, on average, four months' progress. By combining purposeful tasks with family involvement, our policy ensures homework is evidence-informed and maximises impact for all learners.

Objectives

- To reinforce and consolidate skills and understanding developed at school
- To provide opportunities for students to develop the skills of independent learning
- To encourage students to develop good work habits and self-discipline
- To place Personal Development at the heart of every child's journey throughout the school
- To promote a partnership between home and school in supporting each child's learning

Homework Expectations

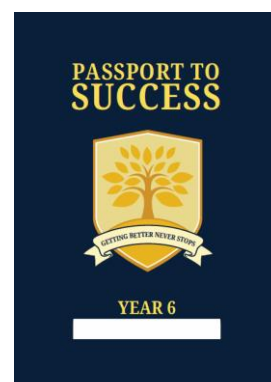
Passports to Success

Overview:

Here at The Laurels Primary School, we believe that education is about more than reading, writing and maths – it is also about preparing children to become confident, kind and independent people of the future. Following valuable consultation with parents, pupils and staff, homework is organised through our *Passports to Success* so that it genuinely supports learning and develops the whole child.

Each pupil works through three core strands across the year — life skills, character skills and home learning skills — with 20 teacher-selected activities in each strand. The activities are short, purposeful and age-appropriate, designed to build personal development over time (e.g. independence, organisation, resilience) while connecting to what is taught in class.

This aligns with EEF guidance that homework is most effective when the quality of tasks is prioritised over quantity, when tasks are clearly linked to classroom learning, and when pupils receive feedback



on their efforts. The EEF's Toolkit reports a positive average impact of homework overall, with a smaller but still positive effect in primary settings, especially where tasks are well designed and supported.

We are mindful of equity: not all pupils have the same space or resources at home, so we offer in-school support and adapt expectations where needed — approaches recommended by the EEF. In parallel, the passports explicitly teach and prompt metacognitive habits like planning, monitoring and reviewing work, because metacognition and self-regulation have a very high average impact when embedded in everyday curriculum tasks.

Procedure:

Children will be provided with a Passport to Success at the start of the academic year. Each passport contains 60 activities: 20 life skills, 20 character skills and 20 home learning skills.

- Pupils may complete the activities in any order, choosing tasks that best fit their personal development and home circumstances.
- Certain tasks will require adult support at home, encouraging positive family involvement and strengthening home-school partnerships.
- Children must bring their passport into school each week, where teachers will discuss progress with them, celebrate achievements and provide guidance on next steps.

LIFE SKILLS



As children complete activities, their progress will be recognised with a system of badges to mark achievement:

- **Bronze badge** for 20 completed activities
- **Silver badge** for 40 completed activities
- **Gold badge** for completing all 60 activities



Once pupils achieve their gold badge, they will be issued with an additional Passport to Success to continue their progress, ensuring that all children remain motivated and challenged throughout the year.

This structured yet flexible procedure enables pupils to take ownership of their learning, encourages responsibility and resilience, and creates regular opportunities for teachers and families to work together in celebrating achievement.

Daily Reading

Expectation:

All pupils are expected to engage in daily reading. This may include a wide range of texts - such as books, magazines, newspapers, recipes, subtitles on a tv programme or other materials that capture their interest - to promote both fluency and a lifelong enjoyment of reading. Research consistently shows that frequent reading is one of the most powerful drivers of attainment:

- The Education Endowment Foundation (EEF) notes that improving literacy has a very high impact on academic progress, with reading comprehension strategies alone leading to, on

average, six months' additional progress when taught and supported effectively.

- The OECD (2002) reported that reading for pleasure is “the single most important indicator of a child’s future success” — more strongly linked to achievement than family background.
- Studies by the National Literacy Trust show that children who read daily are four times more likely to read above the expected level for their age compared to those who do not.

Parental Involvement:

Parents and carers are encouraged to take an active part in this routine by listening to their child read, sharing books together or discussing what has been read. The parents and carers should then write in the reading record so that the teacher is aware of what is being read and the progress the children are making; teachers and TAs will similarly record reading when it is completed in school. Research from the Education Endowment Foundation (EEF) shows that regular, structured reading practice and parental engagement can significantly accelerate progress in literacy and foster stronger comprehension skills.

Year 5 and Year 6

In Year 5 and 6, reading journals are an important part of homework as they help children take accountability for their independent reading while also supporting creativity, reflection and the development of key reading skills. By recording what they read and sharing their thoughts, children build ownership of their reading habits, develop deeper comprehension and can make personal connections to texts. Reading journals also encourage enjoyment by celebrating progress, widening book choices and involving parents and teachers in the child’s reading journey.

Digital Learning Platforms

The use of digital platforms is supported by research. The Education Endowment Foundation (EEF) reports that digital technology can have a positive impact of up to four months’ additional progress, particularly when used to supplement, rather than replace, high-quality teaching. The effectiveness is greatest when platforms focus on practising core skills (such as times tables, spelling and fluency) and when pupils receive immediate feedback, which Numbots, TT Rockstars, Spelling Shed and Accelerated Reader are designed to provide.

Independent studies, such as those from the National Literacy Trust, also highlight that tools like Accelerated Reader can help increase the frequency and enjoyment of reading, leading to improved comprehension and motivation. Similarly, platforms that build fluency in number facts, such as TT Rockstars and Numbots, align with research that shows automatic recall of number facts underpins success in higher-level mathematics.

Practicalities

Username and passwords are provided to all children at the start of each year, to be stuck into homework diaries. Parents and carers can also request login details directly from the school office if required.

- **Key Stage 1:** Students have access to Numbots and Spelling Shed and Accelerated Reader to support their early numeracy, spelling skills and early reading comprehension.
- **Key Stage 2:** Students have access to TTRockstars, Spelling Shed and Accelerated Reader to further enhance their mathematical fluency, spellings skills and reading comprehension.

LbQ

In Year 6, we use Learning by Questions (LbQ) as a powerful tool to prepare pupils for their SATs. The SATs Springboard feature provides carefully structured practice that mirrors the style and challenge of the tests, while instantly identifying children's gaps in knowledge and understanding. Teachers can then tailor content to address these gaps, ensuring pupils receive targeted support where it is most needed.

This approach not only builds confidence and fluency but also allows children to take greater ownership of their learning, making SATs preparation more focused, personalised and effective. This also prepares them for high school, where homework is a key expectation and pupils are required to manage their own independent study with greater responsibility.

Additional Academic Support

During parents' evenings, parents will have the opportunity to purchase CGP books to further support their child's homework and learning at home.

Monitoring and Feedback

Teachers will monitor homework completion and provide feedback during class or individually; celebrations of achievement will be a priority in classrooms. Additionally, recognition and prizes for Passport to Success activities will be awarded to celebrate achievements.

Supporting Disadvantaged Students

Research from the Education Endowment Foundation (EEF) highlights that disadvantaged pupils consistently achieve less well than their peers, with the attainment gap widening to around 19 months by the end of secondary school if not addressed. However, evidence also shows that targeted strategies, including access to structured homework support and high-quality resources, can help close this gap. The EEF also stresses that digital technology can add up to four months' additional progress, but only when pupils have equitable access and tasks are clearly linked to learning.

We are committed to ensuring that all pupils have equal access to homework opportunities, regardless of background. We recognise that disadvantaged pupils often face additional barriers such as limited access to devices, lack of internet connectivity, or fewer opportunities for parental support at home. To address this, the school will:

- Provide access to digital platforms and devices during school hours, ensuring that pupils who do not have internet or technology at home are not disadvantaged.
- Offer structured homework support sessions, where staff can guide pupils and ensure tasks are completed effectively.
- Monitor participation carefully, identifying pupils who need additional encouragement or support to engage with home learning.

Communication with Parents

Parents are encouraged to communicate any concerns or challenges their children face regarding homework to the class teacher.

Review of Policy

This policy will be reviewed annually to ensure it meets the needs of our students and aligns with the school's educational goals.